Faculty of Education, Department of Curriculum and Pedagogy

EDCP 570: CONTEMPORARY ISSUES IN SOCIAL MEDIA, TEACHER INQUIRY, & ICT

exploring social media worlds, teacher inquiry, & ICT

Image: Pierre, C. (2009)
http://frelon.deviantart.com

Instructor: Dr. Paula MacDowell **Office Hours:** Scarfe 1224 or online (by appointment); Tupper (4:00 – 4:45 pm) **Email:** paula.macdowell@ubc.ca	**DLC3 Program:** http://www.dlc-ubc.ca/dlc3 **Location:** Sir Charles Tupper Secondary **Time:** 5:00-8:00 pm; Winter Term 2, 2017 **Blog:** blogs.ubc.ca/etec/courses-2/edcp570

COURSE DESCRIPTION

This graduate seminar offers an opportunity for you to immerse yourself in the worlds of digital and social media (broadly speaking) as they relate to the field of education. This includes analyzing and discussing theories and practices for engaging with new media in a range of learning environments, as well as critical inquiry with regard to the role of ICT in contemporary personal, professional, social, and cultural contexts. More specifically, in this course we will: (1) interpret key terms such as social software, participatory culture, digital inclusion, and networked publics; (2) investigate issues and ideas associated with ICTs for social change, surveillance, and trends in global mobile culture (specific to knowledge generation, curation, mobilization, and visualization); and (3) examine new possibilities for teacher inquiry in-interaction-with the digital and social media ecosystem. In addition to cohort-engaged explorations with course readings, you will also benefit from engaging conversations with guest scholars and in-class writing/sharing activities that will accelerate your journey to success in your graduating thesis.

LEARNING OUTCOMES

- My intention is to help you develop a background and depth of expertise for analyzing the opportunities, challenges, and potential impacts that ICT and social media may have on your teaching practice and your students' learning in an increasingly digital world.

- After completing this course, you will have a better understanding of how practitioner teacher inquiry may strengthen student collaboration, creation, reflection, sharing, engagement, and other key elements of curriculum in contemporary classrooms.

PROFESSIONALISM

This course values the university classroom as an open and inclusive space for questioning, listening, and conversing. To this end, we will use the guideline that you can say and ask anything in class, but you cannot declare what you (or others) have said or asked is off-limits for questioning. Since this is a graduate seminar, I expect all to fully participate, with the understanding that people participate in different ways. Keep in mind that participation does not mean simply speaking up in class or completing assignments, but actively working to make the course a positive learning experience for you and your classmates— *please treat each other with integrity, kindness, and respect.*

REQUIRED TEXT & COMPANION SITE

Babione, C. (2015). *Practitioner teacher inquiry and research*. San Francisco, CA: Jossey-Bass.
http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118588738&bcsId=9439

COURSE SCHEDULE

Date	Learning Activities	Topics/Readings/Media
JAN 4	Scholarly Writer's Café	Course Syllabus, Mapping, & Definitions of Key Terms
JAN 11	Research Conversations with Lesley Liu (UBC PhD Student)	▪ Anderkin, K. (2015). Blogging in the LA classroom: How do we do it better? In C. Babione (Ed.), *Practitioner teacher inquiry and research* (pp. 201-211). San Francisco, CA: Jossey-Bass. ▪ Liu, L. (2016). *Tweens, teens, and digital texts: Designing affinity spaces to understand cyberbullying* (Master's thesis). Retrieved from: **https://circle.ubc.ca**
	Chapter 8 Seminar Leadership	
	Social Media Data Visualization	
JAN 18	Chapter 9 Seminar Leadership	▪ Page, A. D. (2015). Struggles and successes of problem-based learning. In C. Babione (Ed.), *Practitioner teacher inquiry and research* (pp. 213-223). San Francisco, CA: Jossey-Bass.
	Critical Thinking about ICT & Social Media Engagement	
JAN 25	Chapter 10 Seminar Leadership	▪ La Mar, B. (2015). Teaching social skills with picture books. In C. Babione (Ed.), *Practitioner teacher inquiry and research* (pp. 225-237). San Francisco, CA: Jossey-Bass.
	Critical Thinking about ICT & Social Media Engagement	

FEB 1	Chapter 11 Seminar Leadership	▪ Lang, J. E. (2015). Increasing readership of online student publications. In C. Babione (Ed.), *Practitioner teacher inquiry and research* (pp. 239-247). San Francisco, CA: Jossey-Bass.
	Critical Thinking about ICT & Social Media Engagement	
FEB 8	Research Conversations with Jolene Mergens (DLC2 Graduate & Science Teacher at Gladstone Secondary)	▪ Lorence, M. (2015). One-to-one iPad initiative review. In C. Babione (Ed.), *Practitioner teacher inquiry and research* (pp. 249-264). San Francisco, CA: Jossey-Bass. ▪ Mergens, J. (2014). *Enhancing student engagement through blending content with inquiry and interactive technology*. (Master's thesis).
	Chapter 11 Seminar Leadership	
FEB 15	Chapter 15 Seminar Leadership	▪ Ware, K. (2015). Connecting socially through a morning meeting approach. In C. Babione (Ed.), *Practitioner teacher inquiry and research* (pp. 283-293). San Francisco, CA: Jossey-Bass.
	Critical Thinking about ICT & Social Media Engagement	
FEB 22	Independent Study	UBC Mid-term Break
MAR 1	Research Presentations	UBC DLC3 Symposium
MAR 8	Research Presentations	UBC DLC3 Symposium
MAR 15	Youth Innovation Day	#BCTECH Summit @ Vancouver Convention Centre
MAR 22	Independent Study	School District Spring Break
MAR 29	Social Curation & Crowd Wisdom (#BCTECH Summit)	▪ Rhinehar, M. (2015). The Vegas effect: A personal reflection on the obstacles to doing educational research. In C. Babione (Ed.), *Practitioner teacher inquiry and research* (pp. 265-270). San Francisco, CA: Jossey-Bass.
	Resolving Inquiry Obstacles & Intellectual Challenges	
APR 5	ICT & Social Media Café	Celebration of Learning

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required.

- **Academic Honesty and Standards:** http://www.students.ubc.ca/calendar
- **Academic Freedom:** http://www.students.ubc.ca/calendar
- **Academic Accommodation for Students with Disabilities:** Students with a learning disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay; see UBC Policy #73 www.universitycounsel.ubc.ca/ policies/policy73.pdf

EVALUATION CRITERIA

ASSIGNMENT	GRADE	DEADLINE
1. Seminar Leadership (groups of 3)	25%	Ongoing
2. UBC DLC3 Research Symposium	25%	March 1 & 8
3. Scholarly Writing Self-Analysis	20%	March 22
4. Social Media Practices	30%	March 29

1. SEMINAR LEADERSHIP

As a graduate seminar, our course will be a place of speaking, listening, and questioning together. Through dialogue, rather than argumentation or debate, we will share conversational space so that all voices may contribute and be valued. You will work in groups of three to coordinate an inquiry seminar and design an engaging learning experience for your colleagues (60-75 minutes).

Guidelines for discourse leadership include:
- Define key terms, challenging concepts, methods, theories, and/or ethical considerations
- Design handouts, learning resources, and/or presentation media
- Create learning activities to engage the group (with attention to inclusive participation)
- Facilitate discussion questions (including diverse viewpoints and for/against perspectives)
- Moderate and bring closure to the seminar

SEMINAR LEADERSHIP

Beginning--------Developing--------Exemplary

Advances collective knowledge of peers by presenting
key terms, methods, theories, issues, and challenging concepts

1--------------------3--------------------5

Seminar emphasizes active learning engagement
(e.g., digital learning activities, creative instructional strategies)

1--------------------3--------------------5

All communication, handouts, and/or media are
professional, meaningful, and respectful

1--------------------3--------------------5

High level of peer discussion and group interaction
(with attention to inclusive participation)

1--------------------3--------------------5

Introduction (hook) and closure (famous last words)

1--------------------3--------------------5

Total: xx / 25

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2. UBC DLC3 RESEARCH SYMPOSIUM

The intention of this assignment is to help you develop artful and logical approaches to presenting your research. This will also provide a tangible way of understanding your research project in a clear and concise format. Please attend to research elements such as (you can customize a bit): title, abstract, project description, inquiry questions or problem, key or critical concepts (from your literature review), timeline, ethical considerations, methods and techniques, curriculum analysis/ implications (or your own epistemology, ontology, philosophy), findings/synthesis/interpretation, conclusion/significance, future recommendations, and references. You will design and deliver a polished presentation (10 minutes maximum) followed by 5 minutes of constructive feedback from the instructor and your classmates. Research presentations will be videotaped for self-analysis.

UBC DLC3 RESEARCH SYMPOSIUM

Beginning--------Developing--------Exemplary

Effectiveness of presentation delivery (e.g., appropriate language, confidence, non-verbal communication, pacing, closure)

1--------------------3--------------------5

Presentation is polished, professional, and comprehensive

1--------------------3--------------------5

Slides enhance the research talk and follow a logical sequence

1--------------------3--------------------5

Presentation is helpful for a non-specialist audience to understand the research project and its significance

1--------------------3--------------------5

Speaker shows enthusiasm, captures attention, and makes the audience want to know more

1--------------------3--------------------5

Total: xx / 25

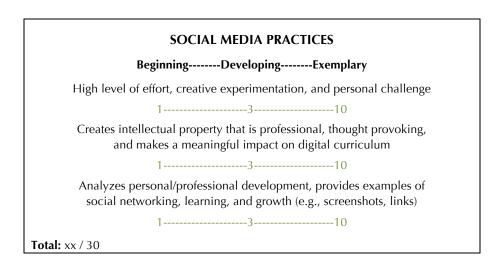## 3. SCHOLARLY WRITING SELF-ANALYSIS

Constructive critique gives us a reader's perspective that is critical to our writing at beginning and finishing stages. Hence, in this course you will be assigned four writing deadlines and we will use class time for peer editing and sharing. We will also work together to create a UBC DLC3 wiki with information about your inquiry projects (e.g., titles, abstracts, and introductory paragraphs).

Given that this course involves a serious and significant exploration into your research, your evaluation will involve co-participation. Along with your proposed mark (according to the following rubric), write a one-page assessment of your scholarly writing progress and growth. Please share your self-analysis with me on Evernote so that I can respond to you privately. I encourage you to consider: What creative or intellectual risks did you take? How is your voice presented in your research? How did the text go from drafty to polished? How does your writing flow? Did you write any sentences that are exquisitely expressed or make the complex appear simple? How did you solve inquiry obstacles or intellectual challenges? What scholarly form (traditional or alternative) did you choose to represent the themes and ideas of your research?

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│                 SCHOLARLY WRITING ANALYSIS               │
│                                                          │
│         Beginning--------Developing--------Exemplary     │
│                                                          │
│   Representation: You communicate the themes and ideas of your research │
│        using an effective format (traditional or alternative scholarly forms) │
│              1--------------------3--------------------5  │
│                                                          │
│   Voice & Expression: Your voice is present throughout your writing │
│        (e.g., story of researcher, sharing your research perspectives) │
│              1--------------------3--------------------5  │
│   Evolution: Your research evolves from drafts to polished writing │
│              1--------------------3--------------------5  │
│   Flow: Your writing shows attention to rhythm, structure, and flow │
│        (e.g., first impressions, transitions, sentence phrasing) │
│              1--------------------3--------------------5  │
│ **Total:** xx / 20                                       │
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4. SOCIAL MEDIA PRACTICES

During our course we will be learning about a wide range of concepts, terms, tools, theories, and new developments in the worlds of digital and social media (broadly speaking). This assignment is an invitation and opportunity for you to create/share intellectual property on diverse networked publics. Please choose option A or B and submit (via Evernote) a two-page analysis documenting how your social learning experiences were relevant for your personal/professional development.

A) Document your event participation at the 2017 #BCTECH Summit & Youth Innovation Day (e.g., high school student recruitment, pre-conference research, experimentation with VR in the Future Realities Room, posting intellectual and creative content about the event to a range of social media channels, sharing and retweeting peer content, etc.).

B) Implementation, integration, and assessment of a new (or improved) social media network for your personal or professional development (e.g., Twitter, Instagram, LinkedIn, Pinterest, YouTube, Blogger, Tumblr, Wordpress, Diigo). Please document evidence of growth (e.g., screenshots, links).

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│                 SOCIAL MEDIA PRACTICES                   │
│                                                          │
│         Beginning--------Developing--------Exemplary     │
│                                                          │
│   High level of effort, creative experimentation, and personal challenge │
│              1--------------------3--------------------10 │
│   Creates intellectual property that is professional, thought provoking, │
│        and makes a meaningful impact on digital curriculum │
│              1--------------------3--------------------10 │
│   Analyzes personal/professional development, provides examples of │
│        social networking, learning, and growth (e.g., screenshots, links) │
│              1--------------------3--------------------10 │
│ **Total:** xx / 30                                       │
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DLC PRIZE CONTEST

The DLC program offers a prize for the most innovative visual representation or infographic of the evolving social media landscape as it relates to your research, your everyday life, or the field of education (see the g-drive for diverse examples and creative inspiration). This competition is only open to DLC students. Please submit your work by March 29. One winner will be announced at our last class on April 5. Good luck!

Image credit: Brian Solis & Jesse Thomas (2013). View online: **https://conversationprism.com**